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ANNUAL REPORT

VOLUME 1
EDUCATION 1986-87

West Virginia Department of Education

Seventy-fourth Report

(Thirty-third Annual Report) of the State Superintendent of Schools

Volume I

State of West Virginia
For the period

July 1, 1986
to
June 30, 1987

Tom McNeel
State Superintendent of Schools

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WVDE
West Virginia Department of Education
Capitol Complex, Charleston 25305
Tom McNeel, State Superintendent of Schools

TOM MCNEEL
STATE SUPERINTENDENT
OF SCHOOLS

November 1, 1987

The Honorable Arch A. Moore, Jr.
Governor of West Virginia
Charleston, West Virginia 25305

Dear Governor Moore:

The Seventy-fourth Report (thirty third annual report) of the State Superintendent of Schools, Volume I, is respectfully being submitted to you with this publication. It has been prepared in compliance with the Official Code of West Virginia §§18-2-15, 5-1,20 and 5A-3-28.

Under separate covers we are pleased also to present to you the Annual Report of the West Virginia Division of Rehabilitation and the Annual Report of the West Virginia Schools for the Deaf and the Blind.

Respectfully Submitted,

Kendall Hall
President of the State Board of Education

Tom McNeel
State Superintendent of Schools

West Virginia Board of Education

EXECUTIVE OFFICES
Charleston, West Virginia 25305

Kendall Hall, President
Parkersburg, 1990

Frances "Boots" Seago, Vice President
Athens, 1992

Audrey S. Horne, Secretary
Wheeling, 1987

James P. Clark, Member
St. Albans, 1986

Virgil C. Cook
Daniels, 1994

Ex Officio Member
Tom McNeel
State Superintendent of Schools

N. Blaine Groves, Member
Martinsburg, 1993

Patricia Full Hamner, Member
Buckhannon, 1991

Paul J. Morris, Member
Dunbar, 1989

Richard N. Schnacke, Member
New Martinsville, 1988

Ex Officio Member
Thomas W. Cole, Jr.
Chancellor, Board of Regents

West Virginia Department of Education

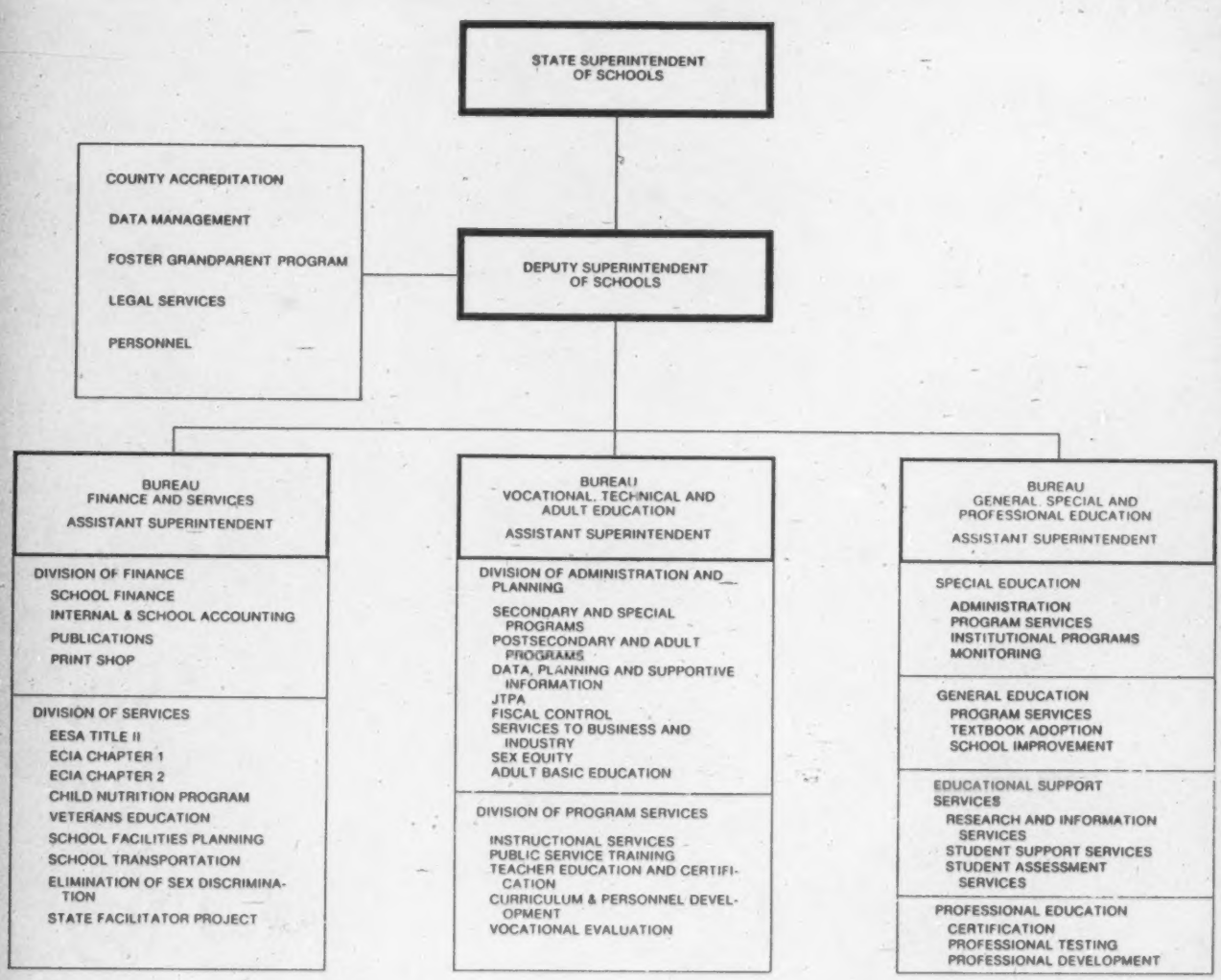
Tom McNeel
State Superintendent of Schools

James C. Smith
Deputy Superintendent

Clarence E. Burdette
Assistant Superintendent
Bureau of Vocational, Technical
and Adult Education

James Gladwell
Assistant Superintendent
Bureau of Finance and Services

John Pisapia
Assistant Superintendent
Bureau of General, Special and
Professional Education


STATE SUPERINTENDENT OF SCHOOLS
COUNTY ACCREDITATION
DATA MANAGEMENT
FOSTER GRANDPARENT PROGRAM
LEGAL SERVICES
PERSONNEL
DEPUTY SUPERINTENDENT OF SCHOOLS
BUREAU FINANCE AND SERVICES
ASSISTANT SUPERINTENDENT
DIVISION OF FINANCE
SCHOOL FINANCE
INTERNAL & SCHOOL ACCOUNTING
PUBLICATIONS
PRINT SHOP
DIVISION OF SERVICES
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ECIA CHAPTER 2
CHILD NUTRITION PROGRAM
VETERANS EDUCATION
SCHOOL FACILITIES PLANNING
SCHOOL TRANSPORTATION
ELIMINATION OF SEX DISCRIMINATION
STATE FACILITATOR PROJECT
BUREAU VOCATIONAL, TECHNICAL AND ADULT EDUCATION
ASSISTANT SUPERINTENDENT
DIVISION OF ADMINISTRATION AND PLANNING
SECONDARY AND SPECIAL PROGRAMS
POSTSECONDARY AND ADULT PROGRAMS
DATA, PLANNING AND SUPPORTIVE INFORMATION
JTPA
FISCAL CONTROL
SERVICES TO BUSINESS AND INDUSTRY
SEX EQUITY
ADULT BASIC EDUCATION
DIVISION OF PROGRAM SERVICES
INSTRUCTIONAL SERVICES
PUBLIC SERVICE TRAINING
TEACHER EDUCATION AND CERTIFICATION
CURRICULUM & PERSONNEL DEVELOPMENT
VOCATIONAL EVALUATION
BUREAU GENERAL, SPECIAL AND PROFESSIONAL EDUCATION
ASSISTANT SUPERINTENDENT
SPECIAL EDUCATION
ADMINISTRATION
PROGRAM SERVICES
INSTITUTIONAL PROGRAMS
MONITORING
GENERAL EDUCATION
PROGRAM SERVICES
TEXTBOOK ADOPTION
SCHOOL IMPROVEMENT
EDUCATIONAL SUPPORT SERVICES
RESEARCH AND INFORMATION SERVICES
STUDENT SUPPORT SERVICES
STUDENT ASSESSMENT SERVICES
PROFESSIONAL EDUCATION
CERTIFICATION
PROFESSIONAL TESTING
PROFESSIONAL DEVELOPMENT

Introduction

This volume–the first of three which comprise the 33rd Annual Report of the State Superintendent of Schools–is a detailed account of the actions and activities of the West Virginia Board of Education and the West Virginia Department of Education from July 1, 1986, through June 30, 1987.

In accordance with state law, this report has been prepared for the Governor, for transmittal to the state legislature.

Volume two of the report, containing a summary of education statistics, and volume three, a financial summary, are customarily issued later in the school year, when the vast amount of data needed for the reports has become available.

West Virginia Public Education, 1986-87

'Inventing The Future'

Arkansas Futurist/Educator John Pulliam, speaking at the annual Superintendents' Conference at Canaan Valley, sounded what would prove to be an appropriate 1986-87 keynote for public education in West Virginia:

Education may be imperfect, but it's the best tool we have for inventing the future.

"Inventing the future" was to be the concerted task of state educators laboring through 1986-87 in the various governance areas--the West Virginia Department of Education, the regional education service agencies and in the 55 county school systems. It was a painstaking--sometimes painful--job. An innovative "Lighthouse Schools" proposal advanced by the governor was stymied and a badly-needed Better School Buildings Amendment was defeated by the voters. Yet the across-a-broad-front process of excellence building in West Virginia public education continued unabated--perhaps accelerated--as the department and the local education agencies--innovating with thoroughgoing application of effective schools research--began to demonstrate for the nation how the future can be encouraged to arrive early.

As the reporting period ended, the state board of education established two "blue-ribbon commissions" to dispassionately scrutinize the business of public education in the Mountain State and--in reality--"invent the future" in terms of public schooling.

In a critical year, these were standout events:

- Wood Countian Kendall Hall was elected July 12 as president of the West Virginia Board of Education, succeeding Patricia Hamner of Buckhannon.
- Speaking to 1,300 educators at the Fifth annual Leaders of Learning Conference in August, Gov. Arch A. Moore, Jr., declared 1986-87 to be "the year of education in West Virginia."
- In August, utilizing the facilities of West Virginia University, the department conducted its first Teachers' Academy, the format and concept for which prompted enquires from numerous other states prior to the end of the reporting period.
- In September, the state board adopted a resolution in "strong support" of the Better School Buildings Amendment," which was not approved by state voters Nov. 4. Had it been approved, the amendment would have authorized the sale of up to $200 million in bonds for school construction.
- Department staff put into full-scale operation a statewide computerized administrative network, linking all county school systems with the department's Charleston headquarters.
- In late November, Anita Hardesty of Mineral County was named by Gov. Arch. A. Moore, Jr., as West Virginia Teacher of the Year.
- Virgil C. Cook of Daniels, Raleigh County, was appointed in November to the state board of education by Gov. Arch A. Moore, Jr.
- On the eve of the legislative session, Gov. Arch A. Moore, Jr., announced a "Lighthouse Schools" proposal, a major educational excellence initiative embracing a broad range of programs. The concept was strongly endorsed by the state board of education in its January meeting.
- In March, the state board unanimously adopted a resolution opposing legislation that would have established a state professional standards board.
- The state board in April, expressing "concerns relative to the present method of funding public schools," voted to appoint a Blue Ribbon Commission on School

Finance Reform. The same month, State Superintendent of Schools Tom McNeel announced that the department's acclaimed Teachers' Academy would be conducted for a second consecutive year–and with double the number of participating teachers.

• The department initiated a massive study to "redesign and refocus" vocational education in West Virginia.

• Department literacy action accelerated. By the end of the reporting period the number of persons served in adult basic education classes would reach 19,634, up from 17,746 the previous year; the number of high school equivalency diplomas earned would soar to 5,288, up from 4,350.

• In May, the state board adopted an "educational reform plan of action," at the center of which would function a second elite study group, a Blue Ribbon Commission on Education Reform. Karen Lukens, an official with the W.Va. League of Women Voters, was named to chair the earlier-named Blue Ribbon Commission on School Finance Reform.

• Charles "Chuck" Haden, chief judge of the U.S. District Court for the Southern District, was named by the state board in June to chair the Blue Ribbon Commission on Education Reform.

• As the school term ended, state vocational students captured 25 medals in national competitive events linked to curricula. During the reporting period, St. Albans High School student Melissa Tuemler served as national president of the Distributive Education Clubs of America (DECA).

• During the reporting period, the department issued its first "West Virginia Report Card," an accountability project that is destined to produce annual "report cards" at the state, county and even school levels.

• Certification activity continued to increase, with receipt of 17,400 applications during the reporting period. During the previous year, 16,000 were received.

• The department conducted its third annual principals' academy to enthusiastic reports from throughout the state regarding the effects of the first two academy sessions.

• The department founded an historic effective schools program network to assure that benefits of the principals'/teachers' academies specifically and the effective schools research generally are made available to all schools in the state.

• A monumental writing assessment of 50,000 students was conducted for the first time by the department.

• Staff in the department's finance unit quietly made history by fully implementing "Handbook II, Second Revision," an accounting system for county boards of education designed to revolutionize school finance in the Mountain State.

The preceding should be considered merely to be "iceberg tips" of the massive tasks undertaken–successfully, for the most part–by public education in West Virginia during 1986-87. Detailed reports from all divisions of the department follow.

West Virginia Board of Education

July

Meeting at Canaan Valley State Park, the board elected as president Kendall Hall of Wood County. Frances "Boots" Seago of Mercer County was elected vice president and Ohio County member Audrey Horne was elected secretary. The board approved the fiscal year plan for administration of child nutrition programs, approved updated school bus design and equipment standards and adopted new licensure equipments for teachers of developmental reading.

August

In a Cedar Lakes Conference Center meeting, the board conferred county accreditation status on Mercer, Mingo and Wyoming counties; approved makeup of county accreditation review teams; accepted 44 county "Step Seven" plans and adopted a joint agreement between the department of education and the division of vocational rehabilitation for the production of instructional television tapes.

September

Establishing its priorities for the 1986-87 school year, the board meeting in Roane County, approved activities to improve the quality of teaching/learning, set new directions for curriculum and enhance the public's perception of the education system. The board also adopted a resolution in strong support of the Better School Buildings Amendment, approved school lunch appropriations and remaining "Step Seven" plans, distributed special education funds and granted county accreditation recognition status to Preston County. The board also approved plans for educational excellence submitted by the 55 counties.

October

A Charleston meeting produced these board actions: approval of an academic excellence award program for graduating seniors; conferral of county accreditation status on Wetzel County; authorization for the W.Va. Schools for the Deaf and the Blind to seek accreditation by the North Central Assn. and approval of Marshall University's revised vocational administrator training program.

November

Joined by a new member, Virgil Cook of Raleigh County, the board met in Monroe County to adopt the Group V Multiple list of textbooks, approve "learning outcomes" in 16 program areas and adopt a tentative meeting schedule in 1987.

December

As one of its legislative recommendations, the board voted endorsement of the $3.1 million "Lighthouse Schools" project announced by the governor at the opening of the 68th session of the West Virginia Legislature. The board also adopted legislative recommendations calling for a 10 percent salary increase for professional educators, a five percent salary increase for service personnel and revision of the state aid formula, among several program and project funding recommendations.

January

Attacking a large agenda, the board established county accreditation recognition status for Putnam, Doddridge, McDowell and Roane counties; named coal industry executive Gary White to the W.Va. Advisory Council for the Education of Exceptional Children; approved the department's summer food service program plan; okayed on-site review teams and revised its policy on high school equivalency diplomas.

Feburary

In a key policy revision, the board directed that persons seeking their original state teaching permit without benefit of a master's degree or diploma from a state-approved preparation program pass the pre-professional skills and American College Testing (ACT) tests. The revision of Policy 5113 also combined all earlier permit and authorization policies. In related action at its Charleston meeting, the board made substitute permits valid for one year (instead of three years), granted county accreditation status to Morgan County, integrated school classification and county accreditation policies and brought state special education policy into line with federal regulations.

March

By unanimous vote, the board adopted a resolution opposing a provision of S.B. 588 that would have established an educators professional standards board. The board resolution called the proposal "contrary to the spirit of cooperation established between the board of education and the board of regents and detrimental to the implementation of a high quality thorough and efficient education system . . . " The board also took action in the Charleston meeting to link the staff development process to Policy 2510, revise Policy 5100 on professional development, revise the K-6 teacher/pupil ratio exceptions policy and grant recognition status under the county accreditation policy to Harrison and Marion counties.

April

Expressing concern "relative to the present method of funding public schools," the state board, meeting in Parkersburg, voted to appoint a "Blue Ribbon Commission on School Finance Reform." The board also took additional action related to S.B., 588, voting opposition to the proposed legislation "in its entirety or in any form." Other action taken in the meeting included approval of a textbook correlation policy, amendment of the Ritchie County comprehensive education facilities plan (which resulted in the closing of the state's last one-teacher school), authorization of five percent budget reductions and approval of $444,327 in vocational education incentive grants.

May

An "educational reform plan of action," which called for the eventual appointment of a second blue ribbon commission--to suggest avenues of education reform--was adopted by the board. The board also announced membership of its earlier-formed Blue Ribbon Commission on School Finance, naming as chair Karen Lukens, a key official in the W.Va. League of Women Voters. In other May action, the board approved a resolution honoring teachers during national Teacher Appreciation Week, distributed $844,043 in drug education funds, granted accreditation status to Wayne County and amended Policy 1241 to bring it into alignment with new legislation allowing persons, or delegations to be heard in meetings of boards and commissions with 15 minutes advance notice.

June

Formation of a second blue ribbon commission--to work on education reform--

was approved by the state board, with panel membership announced by Kendall Hall July 1 as one of his last official acts as board president. The need for educational reform in the state, Hall observed during a Charleston news conference, is linked to "entrenched differences between the various members within the education community and the public at large." Charles "Chuck" Haden, chief judge of the U.S. District Court for the Southern District, accepted the board's invitation to chair the commission, which--with the other blue-ribbon commission--was to submit recommendations to the board by late fall, 1977.

The board also granted county accreditation recognition status to Greenbrier, Fayette, Mason, Monongalia, Gilmer and Webster counties; accepted reports from joint state board/board of regents commission on college attendance, professional development and certification/governance; approved amendments to the rules and regulations of the W.Va. Secondary Schools Activities Commission and okayed reorganization of the W.Va. Schools for the Deaf and the Blind, among other actions.

Administration

School Classification

A major school classification activity in 1986-87 was the design, development, pilot testing and approval of a new document to guide the process for all public and nonpublic schools in West Virginia. Four grade-level-specific documents, which had been used to classify schools, were combined to encompass all levels K through 12. Additionally, the document was designed to include all school-based county accreditation indicators.

The new classification document provides for integration/coordination of many of the activities previously required by both classification and county accreditation. While such integration/coordination does not reduce the effectiveness of the monitoring in either program, it greatly reduces the local efforts required by the two programs.

The classification document was pilot tested in all schools in three counties. The state-board-approved document was successfully used by all schools in 14 counties.

Records and files for all public and nonpublic schools in West Virginia were upgraded to the new, common four-year cycle used in both the classification and county accreditation programs.

North Central Association

The staff assisted 198 schools to maintain or meet the requirements of the North Central Association Commission on Schools. These member schools demonstrate annually that they have the resources to be a member and that they have used them effectively and efficiently to meet the educational needs of their students.

The staff assisted the Commission on Schools function as a viable accreditation association in West Virginia as follows:

- Providing three drive-in workshops.
- Assisting 25 member schools with self-evaluation studies and preparation for on-site team validations.
- Working with all 198 schools in the proper preparation of the evaluation reports presented annually for accreditation purposes to the Commission on Schools.
- Representing the member schools at all meetings of the Commission on Schools.
- Having one member serve as executive officer at all meetings of state elected representatives – the NCA State Committee.
- Developing and implementing a plan to coordinate NCA's evaluation/accreditation activities with state required classification and county accreditation activities.

Private Schools

State law requires compulsory public school attendance except for students attending private schools under specified exemptions. In 1983 the Legislature authorized Exemption K schools as an alternative to Exemption A instruction in a private, parochial and other approved schools. Many persons who desired to provide home instruction for their children, and who were unable to meet the requirements under Exemption B, registered as private or church-related schools under Exemption K.

This office administered the Exemption K program. In 1983-84 there were 108 Exemption K schools; in 1984-85, there were 198 Exemption K schools; in 1985-86, there were 275 Exemption K schools; and in 1986-87, there were 388 Exemption K schools. Schools are required to annually test their students and to provide remedial programs if the students fall below the 40th percentile on the test. Each year approximately 30 to 40 percent of these schools do not report test results as required.

The 1987 Legislature passed House Bill 2781 which expanded the definition of Exemption B to include home instruction and made county boards of education responsible for working with Exemption B schools. Exemption K schools remained the same except that home instruction could no longer be registered under that exemption.

Data Management

This unit has responsibility for coordinating all data collection and processing for the department to eliminate inefficiency, duplication of reports and processes, delays and inaccuracies.

The review of data collection forms used by the department continued during the year. A new word processing system was installed in the department and staff members were trained to use the equipment. A number of microcomputers were installed in offices throughout the department. A statewide computerized administrative network to speed and simplify communications in public education went into full-scale operation. The unit represented the department in the planning of a system to compare the status of education among the states.

Personnel

The department sent position announcements to approximately 250 recruiting sources including the Chronicle of Higher Education and other professional journals.

Five-hundred fifty-four associate staff applicants were tested, screened and staff referred for interviews and 430 professional staff applicants, were screended and referred for interviews during the year.

The personnel office conducted orientation sessions for new employees, revised the three employee handbooks, prepared and coordinated a new evaluation

process, assisted in preparation of in-service training, served on on-site review teams and completed reports relating to EEO, OSHA, Worker's Compensation and other agencies.

Foster Grandparent Program

Children with special needs in West Virginia's schools receive special attention from senior citizens in this program, part of the department's growing emphasis on involvement of school volunteers generally and older people specifically. Approximately 145 seniors spent four hours each school day in schools throughout the state, assisting nearly 600 students. The children served ranged from under a year old to age 18, and the volunteers ranged in age from 60 to nearly 90.

Administered by administrative staff, the program is federally funded and involves state matching funds and in-kind contributions.

Bureau of Vocational, Technical and Adult Education

More than 170,000 West Virginians were enrolled in training programs during 1986-87 that were planned, developed, administered, supervised and evaluated by the department through its Bureau of Vocational, Technical and Adult Education. That was an increase of 3,400 over the previous year's enrollment.

The bureau has two major divisions, and this report is organized accordingly.

Administration and Planning

Secondary and Special Programs

Secondary enrollment in vocational programs administered by the Secondary and Special Programs unit totaled 103,068, which is not an unduplicated count. In addition, 1,241 adults were served through secondary programs. The job placement rate climbed to 83 percent during the reporting year, up from 81 percent from the previous year. More than 69 percent of the total number of secondary students in the state were enrolled in at least one vocational education class.

Unit staff also:

- Jointly operated handicapped programs involving cooperation with vocational rehabilitation offices and client advocacy groups.
- Provided additional computer software to 55 county school systems to assess the interest, abilities and special needs of disadvantaged and handicapped students.
- Organized support services to "mainstream" more handicapped students into vocational programs and continued working toward the department goal to make all vocational programs available to handicapped students.
- Continued efforts to assign at least one special educator at each vocational school.

Post-Secondary and Adult Programs

During 1986-87, 63,560 adults were served through programs administered by the Bureau of Vocational, Technical and Adult education, and conducted by county boards of education:

Adults, full-time training	3,725
Adults, part-time vocational ..	36,401
Adults, JTPA programs	2,376
Adults, NEIT programs	1,424
Adult Basic Education	19,634

The department continued to cooperate with the W.Va. Board of Regents in training 12,995 post-secondary students through vocational programs in community and state colleges.

More than 2,000 part-time training programs for adults were provided during the reporting year, with ech of the 55 counties providing at least one such program.

Community Education

During the 1986-87 school year, staff provided technical assistance to 35 counties. The counties provided K-12 and adult classes and activities to approximately 100,000 persons. Staff coordinated a state conference for community education, administered $30,000 in federal funds for before and after-school programs, and provided liaison between the department and the Commission on Aging and between the department and business education partnerships. Staff also administered a Mott Foundation grant. This included publishing four issues of PROFILE, an eight-page publication. Staff also attended a three-day training worksnop on the impact of community education on K-12 programs through coordination of parent involvement and dropout prevention programs. Working closely with the state association for community education, the staff laid the groundwork to make community education a viable part of the educational system in every county.

Services To Business and Industry

This unit encompasses the services to business and industry, provided by the bureau using federal (Job Partnership Act and Applachian Regional Commission) and state (New and Expanding Industry) funds for economic development.

Thirty-seven projects were conducted last year which provided training for over 2,500 participants, helping them acquire, keep and move up on their jobs. On most of these projects, bureau staff assisted the companies with job/task analyses to help them better organize the training. Instructional materials also were provided to many of the companies. The training took place either at West Virginia's Vo-Tech centers, where appropriate, or at the companies as necessitated by facilities and equipment. Typical Vo-Tech center assistance centered on training in such areas as computers, Cad/Cam, welding, fabricating, secretarial and machine skills. Funds were provided for instructors and consumables to help companies offset the high cost of training while remaining competitive–and save and create jobs for West Virginians.

Fifty-five companies were assisted with Supervisory Training, which is provided through the Region II Education Service Agency. This free training was customized for each industry and generally covered first-line supervisory skills in communications, problem solving, time management, stress management, effective leadership, alcohol and drug abuse and handling hazardous materials safely.

Bureau and county staff again visited over 150 businesses and industries this year to make them aware of what vocational education has to offer and to keep vocational education abreast of the changes and challenges of the business world.

Adult Basic Education

Staff were responsible for administration of adult basic education classes in all counties, serving 19,634 persons, up from 17,746 in 1985-86. Many of these adults were served by 33 full-time adult learning centers located in vo-tech centers, libraries, and other convenient sites. Additional classes were conducted in a variety of other locations (approximately 400).

High school equivalency diplomas were earned by 5,288 persons who passed the national GED test. The basic education programs also served 325 persons who enrolled in English-as-a-second-language courses, 2,282 institutionalized adults, and 1,171 handicapped adults. In addition, 1,064 adult students obtained a job, 348 adult students obtained a better job or salary increase, and 141 students were removed from public assistance.

Adult basic education instruction (GED on TV) was delivered via television through cooperation with public and cable television stations throughout the state.

Staff worked cooperatively with the WV Adult Literacy Coalition which was formed to create a greater awareness of and solutions to illiteracy in the state and nation. Staff also worked closely with all volunteer literacy providers which have activities in 52 counties.

Job Training Partnership Act/ Private Industry Council

The bureau used federal funds, awarded through the private industry councils in the state to provide training for youth (in and out of school) and adults.

Activities Included:

- 29 Training programs in 16 counties providing 508 students (youth & adult) skill training. Remediation and "Career Life Preparation".
- 39 training programs in 32 counties providing instruction for 632 adult/youth referred to regular vocational classes in diverse training areas, such as auto mechanics, computer technology (including robotics & computer-assisted design) electronics, industrial maintenance, business technology, licensed practical nursing and many others.
- 40 dropout prevention programs in 54 counties providing 3,081 youth (in and out of school) guidance services, remedial instruction, life skills, "tryout" employment and work experience activities.
- 2 programs in state correctional facilities providing 65 adults and 155 youth, skill training, remedial instruction, life skills, and guidance.
- 12 programs in 12 counties providing 360 Governor's Summer Youth Program participants, two or more grade levels behind, with computer assisted remediation training in math and English. This was a pilot program. Preliminary results indicate it is an excellent program.
- 6 Programs in 6 counties providing retraining to 185 displaced coal miners. Participants provided skill training, remedial instruction, life skills and guidance counseling.
- 31 programs in 20 counties providing skill and upgrade training in industrial sites to 1,712 persons. Training included vestibule and classroom instruction.

Administration

Staff prepared and reviewed state and local plans and accountability reports, monitored expenditures, worked on policy updates, maintained liaison with other department bureaus and other state agencies, planned and conducted three statewide conferences for vocational administrators and the annual statewide conference for all vocational teachers and administrators.

Data, Planning And Supportive Information

Staff conducted four regional program planning meetings and coordinated the preparation of the annual vocational education state plan and annual report. Staff processed 63 local education agency plans, collected enrollment/termination/placement data on 81,616 students, conducted nine workshops for teachers and administrators, maintained a file of local and state personnel and acted as liaison with the department of vocational rehabilitation and with various agencies, including those concerned with civil rights.

Staff also conducted and analyzed the data for the redesign/refocus state committee and numerous other studies and reports and participated in on-site program evaluation.

Sex Equity

This unit, which furthers equal educational opportunities in all vocational programs, approved and monitored 57 projects designed to overcome sex bias and stereotyping. Sixty local education agencies in the state were involved in at least one such project. Providing marketable skills to single parents and homemakers was the focus of an additional 17 projects conducted by 110 local education agencies.

Sixty-three local education agency plans were reviewed for proper composition of advisory councils and appropriate goals and objectives for overcoming sex bias and stereotyping.

Program Services

Staff in this division, in addition to regular responsibilities for vocational curriculum and instruction, also:

- Continued to work with the US Army to provide inservice training for electronics teachers.
- Obtained approval for substituting one unit of business mathematics for one unit of general mathematics.
- Coordinated activities of student organizations. (West Virginia had 16 first place winners in National Events.)
- Developed, published, and disseminated 18 program guides.
- Coordinated 46 inservice and preservice training institutes for vocational teachers in cooperation with county boards of education, colleges and universities, and regional education service agencies.
- Evaluated as a part of county accreditation vocational programs in 14 counties. Maintained the accreditation of 28 vo-tech centers with the North Central Association.
- Provided information for a major study, Redesigning and Refocusing Vocational Education in West Virginia.
- Coordinated many of the activities for the Chapel at Cedar Lakes.
- Coordinated and participated in the industry visitation program.
- Organized and conducted a meeting with three different technical committees to improve vocational programs.
- Developed and piloted the entrepreneurship curriculum. This curriculum is to be integrated into each vocational service area to promote the establishment of small businesses.
- Assisted with the school beautification project.
- Conducted the annual vocational and adult education conference. Over 1,200 teachers and administrators were in attendance.
- Assisted with the public forums for redesigning and refocusing vocational education.
- Placed emphasis on improving basic skills in vocational education.
- Evaluated public domain software and commercial software for utilization in vocational programs.
- Recommended books and references to be purchased at the Curriculum Lab at Cedar Lakes for use by teachers.
- Assisted several counties with developing new and changing existing programs.

Agriculture Education

The vocational agriculture/ag-business program enrolled 5,861 secondary students and more than 900 adults in full and part-time programs, diversified and expanded to meet the needs of those being served. Cooperative vocational training in off-farm agricultural occupations deals with food products (animal processing), agricultural machinery sales and service, horticulture, and agricultural mechanics.

The vo-ag program had a significant impact on the economic picture in our state. Income generated from students' supervised occupational experience programs exceeded $5 million (with 83 percent of the students reporting). Some 477 were involved in farm placement, and 303 students were involved with off-farm agricultural occupations.

Continued emphasis was placed on computers in agriculture, cooperative agricultural education and agricultural mechanics. Teachers were involved in numerous inservice workshops to enhance their instructional programs. New pilot projects were initiated involving hydroponics and Shiitake mushroom production.

The Future Farmers of America (FFA) organization is an integral part of the vo-ag program. For the fourth consecutive year state membership was 100 percent.

Business Education

Business education courses enrolled 29,511 secondary and 989 adult students. Sixteen new training programs were started. Many programs were updated to include new technologies. Technical assistance was provided throughout the state in the areas of computer literacy, software styles and usage and vocational organization. The vocational evaluation instrument was revised and used for county accreditation evaluations.

West Virginia received recognition for having increased membership in the Future Business Leaders of America (FBLA). Membership totaled 4,057 in 120 chapters. At the national leadership conference, the West Virginia chapter had 10 students receive national recognition.

Consumer/Homemaking and Occupational Home Economics

Home economics enrollment increased by six percent with 24,865 secondary consumer and homemaking students, 1,180 secondary occupational home economics students and 54 adult students being served. Incentive funds for Adult Roles and Functions and Surviving Today's Experiences and Problems Successfully (STEPS) courses have been provided to all counties offering vocational home economics programs. Approximately 30 schools received funding to initiate the new home economics program designed for students in grades 5-8 entitled Basic Attitudes, Skills and Experiences (BASE). Fifty-five middle and junior high school home economics teachers were inserviced in 1986-87 on the use of the BASE curriculum. More than 300 teachers were updated through technical assistance, workshops and conferences focusing on curriculum, computer literacy, teaching techniques, instructional materials, integrating FHA/HERO into the classroom, program standards and services available from business and industry.

West Virginia's home economics curriculum received national recognition with three states adopting Adult Roles and Functions STEPS and BASE in their home economics programs.

Staff members joined with other members of the State Task Force on Adolescent Pregnancy and Parenting in planning and conducting the first statewide conference on adolescent pregnancy and parenting. The cooperative venture involved more than 400 adult and teenage participants and produced a 30-page report summarizing the plight of pregnant and parenting adolescents in West Virginia and recommending steps to take in addressing the problem.

Twenty-three newly affiliated chapters increased membership in the state association of Future Homemakers of America/Home Economics Related Occupations to 3,978 members in 195 chapters. West Virginia students received seven gold and six silver medals in national FHA/HERO competition.

Marketing Education/ Cooperative Education

The 108 marketing education and diversified cooperative training programs enrolled 4,122 students. Staff conducted on-site evaluations and provided technical assistance to the counties. Specialized programs in entrepreneurship, finance and credit, and advertising were offered. Curriculum development activities in Marketing I and II and entrepreneurship were undertaken.

The West Virginia Assn. of the Distributive Education Clubs of America (DECA) had approximately 2,200 members. A 70 member delegation attended the National Career Development Conference in New Orleans where two members reached the finals of their competitive events. The collegiate division of DECA elected April Palmer as National chairperson and Shelda Duffield as North Atlantic Region representative. Melissa Tuemler from St. Albans served as the National high school president.

Entrepreneurship Education

Risks and Rewards, a 15-hour introduction to entrepreneurship, was successfully field tested by teachers in vocational-agriculture, business education, environmental education, marketing education and welding classes at Taylor County Vo-Tech Center.

Curriculum for a unique, semester length course entitled New Enterprises in West Virginia was completed and will be in use in at least 10 schools in 1987-88.

Adult courses utilizing local experts and a video-tape series were tested at the Training Place in the Charleston Town Center Mall and in the Retail Training program at the Huntington Mall. Approximately 20 potential entrepreneurs were trained. Both mall programs will continue the courses.

Entrepreneurship competitive events were conducted at the state level by DECA, FBLA and FHA with winners progressing to the national conferences. Cara Dorsey, the first place DECA winner, attended a week of entrepreneurship training featuring national business leaders at Wichita State University.

Curriculum Laboratory

The West Virginia Vocational Curriculum Laboratory procured and cataloged approximately 375 new instructional items, conducted numerous regional and national searches, disseminated 5,400 curricular items to local teachers, and sponsored or participated in 60 workshop inservice sessions. "Criterion-referenced" test item banks were completed for building maintenance, drafting and masonry, and significant progress was made in producing instructional video.

"Learning outcomes" were identified and verified for all remaining vocational areas of study, and 52 new curriculum guides were developed.

The curriculum laboratory continued printing curricular materials, maintaining the department of education film libraries, and serving as the systems operation center for the educational microcomputer network.

Health Occupations

There were 1,276 secondary and 694 adult preparatory students enrolled in health occupations education programs

during the year. New medical transcriptionists and homemaker/home health aide programs were initiated. Curriculum supplements were developed for homemaker/home health and geriatrics to be incorporated into the state-developed nursing assistant curriculum. A project recommending educational progression of licensed practical nurses to registered nurse programs offered suggestions to enhance educational mobility. Another project, in cooperation with the West Virginia Department of Health, upgraded skill requirements of health service workers in state-operated facilities requiring graduation from a vocational nursing assistant program prior to employment. Innovative scheduling approaches were initiated in two programs–one a part-time evening program for employed nursing assistants and the other a two-track (health service worker/LPN) combined program. Teachers participated in several technical update workshops sponsored by hospitals, universities and/or professional associations. Participation by students in Vocational Industrial Clubs of America (VICA) increased. Health occupations students won four gold medals (first places) and one silver medal (second place) in national competition held in Wichita, Kansas.

Technology Education/ Industrial Arts

Technology education/industrial arts programs involved approximately 17,000 middle and high school students in more than 150 schools throughout West Virginia. The curriculum shift from traditional industrial arts to a more relevant curriculum based on education about technology was continued, with program guides being field tested in over 60 sites. A series of six inservice workshops was held to assist teachers in implementing the new curriculum. Some 156 teachers took part in the workshops. Programs were evaluated for the first time this year as a part of the on-site review process.

Membership in the W.Va. Amerıdan Industrial Arts Student Association (WV AIASA) continued to grow with the addition of several chapters. Seventy students and advisors attended the national conference, returning with seven trophies and 20 finalists.

Career Exploration

Career Exploration programs involved more than 7,800 students in 48 counties throughout West Virginia. The manufacturing curriculum was revised, and several changes in delivery systems for the program were considered.

A career exploration component for the Governor's Summer Youth Program was written and teachers in 12 counties implemented the curriculum, receiving favorable comments.

Career Exploration Clubs of West Virginia (CECWV) continued to grow, conducting its second state conference.

Public Service Training

It was a year of continuing development for public service training. Enrollment increased to 17,486 adults who were trained in the areas of emergency medical technician, fire service, law enforcement and environmental occupations, among others.

Public service training staff members were active in the testing of fire fighters for accreditation with the National Fire Prevention Professional Qualification Board.

A wide range of environmental related training was initiated through the West Virginia Environmental Training Center. In-plant training for waste water operators was conducted at 25 sites throughout the state.

A beginning teachers seminar and a supervising instructors workshop were held. Several new classes, such as electronic controls, farm machinery extrication, rock rescue and security guard instructors, were initiated.

Industrial And Technical Education

The industrial and technical education staff supervised 540 programs involving 542 teachers, with 11,446 secondary and 1,547 adult students enrolled. The staff also had responsiblity for technical occupation training programs involving 999 secondary and 217 adult students. Learning outcomes are now in place for 35 program areas. Curriculum guides were completed and disseminated to teachers in a series of six regional meetings for 10 program areas and others are in various stages of completion. Staff members were involved in developing training outlines for several industries. Technical updating workshops and institutes were jointly sponsored by this unit and industry for teachers in their respective program areas. West Virginia continued its joint project with the National Science Center for Communications and Electronics at Ft. Gordon, Georgia, to improve electronics instruction. The staff had responsiblity for the administration of the West Virginia Welding Certification program. There were 29 test sites which issued certification to 683 welders.

The Vocational Industrial Clubs of America (VICA), enjoyed a membership of 6700, making it the largest vocational youth organization in West Virginia. This increase in membership over previous years won the state two national honors for increase in membership in secondary and postsecondary programs. Eighty-six students who won first place awards in state contests competed in the U.S. Skill Olympics and Leadership Conference held in Wichita, Kansas. Six first place medals, one second place medal, and twenty-four national recognitions were received by the delegation from the West Virginia Association of VICA.

West Virginia Microcomputer Educational Network

The West Virginia Microcomputer Educational Network (WVMEN) experienced much growth. Computer local area networks in the schools increased to the total of 86. These have been providing funding through the state department of education. Counties also are adding some labs through the use of local funds.

The statewide telecommunications provided through WVMEN involved more than 4,100 users, including students, educators, parents, administrators, business and industry, and community. Users not only communicate with others throughout the state but also with people from out of state and out of the nation.

The network allows users to send and receive electronic mail, upload and download files and software programs, join special topic conferences, access numerous bulletins on a variety of topics, including job openings, grant proposals, educational calendar, legislative bills, conference registrations, and any other information that may be requested by the users.

Through the support of the Huntington PC Users Group, the WVMEN added another 2,500 public domain programs to bring the total available to 9,700. Personnel development workshops were provided to allow teachers to evaluate software and determine curriculum use. Through cooperation with RESA IV, manuals were prepared.

Another new phase of the WVMEN was the service provided by RESA microcomputer repair technicians. Thousands of dollars were saved in repair of the computer systems and local area networks because the schools were not required to maintain service contracts. Excellent service, training, assistance, and technical expertise was provided. The RESA technicians also configured the new JTPA computer networks that were installed for the summer youth program.

Bureau of General, Special and Professional Education

Introduction

The Bureau of General, Special and Professional Education is comprised of three offices: 1) General and Professional Education, 2) School Improvement and 3) Special Education. The organization is in accordance with the bureau's mission, principles of operation and long-term goals.

The major assumption guiding the bureau's work is that the business of education is learning and, therefore, the focus. It is the bureau's aim to impact positively on student learning in the public schools of West Virginia.

Mission

The mission of the Bureau of General, Special and Professional Education is to define programs and services of high quality that must be available to general and special students in West Virginia's public schools, assist county school districts in the delivery of high quality educational programs and services and report the extent to which high quality programs are being delivered.

Principles of Operation

Offices, units and individual staff members work in accordance with five principles of operation to accomplish the Bureau's mission. Staff members:

1. **develop** the capacity of school district personnel to implement a high quality education.
2. work **diagnostically** with school districts and schools;
3. work **preventively** and **correctively** with school districts and schools;
4. continue to develop **a set of shared values** among staff, and
5. **recognize excellence** in schooling whenever and wherever it exists.

Long-Term Goals

The bureau meets its responsibility by designing long-term goals to achieve the desired outcomes and targets utilized in program review, priority setting and resource allocation. Current long-term goals designed to accomplish the desired outcomes:

I--To establish an outcome-oriented, comprehensive educational program and services for general education students in county school systems.

II--To establish an outcome-oriented, comprehensive system of personnel development.

III--To establish outcome-oriented, comprehensive educational programs with appropriate resources and services for special education students in county school systems and institutional settings.

IV--To establish effective schools.

V--To establish a cadre of leaders of learning who support the establishment and improvement of quality educational programs for general and special learners in West Virginia's public schools.

VI--To establish effective teaching practices.

Operations

The bureau continued to work with the Chief Instructional Leaders network. A leadership institute was conducted for Chief Instructional Leaders concerning the effective schools program. West Virginia Teachers' Academy, Criteria of Excellence training and the **West Virginia Report Card** series. Regular and special meetings were held throughout the year concerning curriculum, instruction, legislation, technology and improvement of educational programs, personnel and schools. Additionally, a statewide survey was conducted to establish Chief Instructional Leaders' priorities and study groups. The study groups were established in accordance with identified priorities. The study groups established: a) program evaluation, b) program improvement, c) instructional time and d) effective teaching.

A major thrust during 1986 was the assessment of policy implementation. The bureau worked with county superintendents in the development, pilot-testing and implementation of an assessment process for progress toward the Criteria of Excellence. Criteria of Excellence training was completed in 50 counties. The training was provided for superintendents, central office staff and principals.

Staff from the bureau worked on a liaison basis with staff in the deputy superintendent's office to ensure that Policies 2320 and 2321 were revised to incorporate the amended programmatic components of Policy 2510. Moreover, bureau staff provided written verification statements related to bureau policies for inclusion in Policy 2321 and served on county accreditation onsite teams. Bureau staff worked with staff from the Bureau of Vocational, Technical and Adult Education and county superintendents in the refinement of the Criteria of Excellence Assessment Instruments.

During the 1987 legislative sessions, the bureau continued to coordinate the department's legislative bill analysis process. All bills were reviewed and assigned by bureau staff members to the department legislative committee using the process designed in 1984. Members of the bureau attended meetings of the department legislative committee and the Public Education Interim Committee of the West Virginia Legislature in order to provide the perspective of the bureau in top level planning processes.

The research and information systems staff was responsible for coordinating the management information system of the bureau. This involved reviewing plans for the design and use of data collection forms and procedures and coordinating the development and use of data processing procedures. A major outcome of this staff effort was the **West Virginia Report Card.**

Major 1987 activities included the West Virginia Leaders of Learning Conference, West Virginia Principals' Academy, West Virginia Governor's Honors Academy, Criteria of Excellence assessment training, West Virginia Superintendents' Technology Study Group and numerous other major activities which are discussed in the following office reports.

Office of General and Professional Education

The office has five units: 1) Program Services, 2) Textbook Adoption, 3) Student Support Services, 4) Professional Development and 5) Certification. The office is responsible for providing leadership and service to county school districts and institutions of higher education in the areas of curriculum and instruction, personnel development, counseling, psychological and health services, and licensure of personnel.

Program Services

During the 1986-87 year, the staff was involved in the implementation of the state learning outcomes. This included the development of such products as parent brochures for K-4; skills in mathematics, K-12; resource files and band, chorus and orchestra; a catalog of the permanent collection of student art; a videotape for technical mathematics; and software evaluations of curriculum related programs. In addition, the planning and organization of a state drug prevention program were completed.

The unit also was responsible for activities which provided recognition to students and/or teachers. These activities included Youth Art Month, Showcase of Music, Young Writer's Conference, book awards, Golden Horseshoe, social studies fair, driver education certification, Presidential Awards for Excellence in Teaching Mathematics and

Science and regional science staff development meetings.

The staff in the unit continued to provide technical assistance to county school districts through workshops, inservice, conferences and continuing education programs. Several pilot sites were established to address statewide needs. In addition, assistance has been given to other offices and bureaus within the department, as well as outside organizations and institutions, on curriculum related projects. The staff also remained actively involved at the national level, especially in the areas of mathematics, music and science.

Textbook Adoption

The textbook adoption unit coordinated the efforts of the West Virginia Textbook Advisory Committee, which reviews textbooks/programs submitted by the various publishers. The committee worked with department staff in developing generic and specific criteria for conducting hearings with publishers, evaluating textbooks/programs and making its recommendations to the state board of education. Upon approval, those deemed suitable for instruction are published in the **Offical State Multiple List**, from which counties selected one or more books or series to be used as exclusive basal textbooks/programs for six years.

The textbook adoption unit completed textbook adoptions using generic and specific evaluation criteria in Group V - Science K-6; Life Science and Earth Science 7-9; General/Phsycial Science 7-12; Biological Science, Chemistry and Physics 9-12; and Health K-12. Bids were received from 18 publishers, which resulted in 108 contracts and bonds. Six revised textbooks/programs were approved as substitutions for contracted editions. The **Official State Multiple List** included 85 programs (310 items). Sixteen items were not recommended. Twenty exemptions were granted to county boards of education, most of which were additional adoptions from the **Official State Multiple List.**

The West Virginia Textbook Advisory Committee was composed of 30 members, including 14 new appointments. The committee worked to integrate the specific criteria for textbook adoption with the learning outcomes adopted by the West Virginia Board of Education. The executive committee met six times and evaluated 101 programs. Their findings were published in three volumes and forwarded to county superintendents for sharing with local textbook selection committees. County Adoption Reports for Group IV (Mathematics) were received from the 55 counties, totaling 2,838 items. School utilization reports totaled 13,674 items, of which 552 had to be corrected. Technical assistance was given to Regional Education Service Agencies, county accreditation staff, and 38 publisher representatives at an annual meeting with the West Virginia Bookmen's Assn.

The coordinator of textbook adoptions was involved in the "Textbook Issues" meetings with the Southern Regional Education Board in Atlanta. Additionally, the coordinator was the senior textbook administrator present at the annual meeting of the National Assn. of State Textbook Administrators. He is Chairman of the adhesive binding committee and holds one of six votes on the Advisory Commission for Textbook Specifications. The coordinator has exerted national leadership in aligning curriculum designs with textbook delivery systems. Tennessee and Virginia reviewed the West Virginia alignment process.

Student Support Services

The primary purpose of the unit is to assist counties in the design, development, and implementation of student support services and educational programs. Staff members work directly with social services and attendance workers, school counselors, school pshcyologists, health educators, school nurses and school librarians/media specialists. Liaison relationships include the state organizations representing student support services personnel; state department of health and human services; the Commission on Children and Youth and the State Task Force on Adolescent Pregnancy and Parenting.

A child abuse curriculum based on learning outcomes for health education was developed. A policy regarding certification of school nurses was adopted by the state board and 41 nurses attended a summer course to assist them in meeting certification requirements.

The unit took the initiative in promoting dropout prevention. The **1985-86 West Virginia Dropout Study** was published.

Counties were encouraged to provide counseling services for all students for whom they are responsible. Learning outcomes were written for developmental guidance and counties received assistance in implementing appropriate programs. All new counselors in West Virginia participated in the Supervised Entry Level Counseling program as part of certification.

Suicide prevention workshops were conducted in three counties. Participants were made aware of the signs of suicidal behavior and encouraged to develop a crisis intervention plan.

Professional Development

The unit has responsibilities across a continuum that embraces preparation of prospective teachers through staff development for currently employed educators. This unit worked with 18 institutions of higher education, 55 counties, and the eight Regional Education Service Agencies to provide technical assistance and monitoring for the purpose of providing high quality personnel programs. The unit also was responsible for assisting in the implementation of state board policies 2320, 5100, 5201, 5310-15, and 5500.

In order to accomplish the above responsibilities, the unit worked closely with numerous groups which chiefly included educational personnel preparation advisory committees, the Teacher Education Advisory Committee, West Virginia Assn. of Teacher Educators, county staff development councils, and the West Virginia Advisory Council on Professional Development of Educational Personnel. The activities listed below constituted the bulk of the unit's work. However, the listing does not include routine activities such as educational personnel preparation advisory committee meetings, advisory council meetings, and the major technical assistance efforts related to state board policies staff:

- Developed the new three year comprehensive system of personnel development (CSPD) plan.
- Renewed and approved 55 county staff development plans, including CSPD needs and objectives.
- Conducted county accreditation training for Standard Two.
- Reviewed state board policies 5100, 5310, and 5500.
- Assisted in the conceptional development of the 1986 Teachers' Academy.
- Coordinated the Teacher of the Year Program, including a survey of county selection procedures and recognition activities, revision of the evaluation forms, design and the application packet, and a reception honoring county nominees and of the West Virginia Teacher of the Year.
- Scheduled and coordinated orientation/informational meetings regarding school nurse programs at Marshall University, Salem College, West Virginia University, W.Va. Wesleyan College and Shepherd State College.
- Conducted a telephone poll of 55 county school systems on staff evaluation which produced data on number of observations, job descriptions, improvement teams, dismissal proceedings and problems with county policy implementation.
- Planned department-wide training in making formal presentations, stress management and implementing the department evalulation systems.
- Conducted a presentation for Pendleton County administrators on Policy 5310 and its implications for principals and central office staff.
- Conducted an update of Policy 5310 for the principals conference at Alpine Lake.
- Assisted in the planning of and participated in the West Virginia Association of Teacher Educators' fall conference.

- Planned and implemented the annual staff development seminar.
- Planned and implemented a drive-in seminar on Policy 5100 for directors of field experience and cooperating supervising teachers.
- Assisted in the Policy 2320 monitoring in Hardy, Berkeley, Kanawha, Morgan, Gilmer, Calhoun, and Jefferson counties.
- Reviewed and approved the following new programs: Health Education at W.Va. State College, school nurse at W.Va. Wesleyan College and athletic trainer at Salem College.
- Reviewed and approved the following refiled programs: business principles and secretarial studies and business comprehensive at W.Va. State College, general math and algebra I at Alderson-Broaddus College and Pre K-K at Shepherd College.
- Designed and implemented a Future Educators of America program.
- Reviewed and approved reading authorization training programs in RESAs IV, V and VII and each county in RESA I except Summers, Lincoln, and Logan.
- Coordinated the development of the personnel development strand for the 1986 Leaders of Learning Conference.
- Assisted in the selection of the first West Virginia Robert C. Byrd Scholar and planned the recognition ceremony.

Certification

During the year, more than 17,400 applications were received and reviewed. These included 1,871 original teaching certificates, 122 original service certificates, 190 original administrative certificates and 34 original vocational certificates. In addition, temporary licenses, salary classifications, permits and authorizations were issued. Staff continued the processing of original certificates at two institutions of higher education at the end of each semester, which resulted in more efficient, accurate, and timely processing of applications.

Staff continued to implement tuition reimbursement procedures in accordance with legislation allowing individuals to be reimbursed for renewal credit. Approximately 863 applications were received.

The certification staff implemented a pilot program for the elementary school teacher assignment schedule, which helped reduce the paperwork required for completion of the county reports. In addition, the certification unit continued to coordinate a data processing reporting system which reflects more accurate data relative to trends in certification.

Staff continued to be responsible for the "Supply/Demand" report. This report reflected an increase in the number of newly hired county professional staff as well as first year teachers. Special education continued to be identified as the area with the greatest shortage of teachers; however, the overall shortage of teachers increased over the previous year. Non-returning educators also increased significantly.

Participation in the Interstate Certification Contract Administrators Assn. continued, with 28 states cooperating. West Virginia continued to hold a leadership position within the compact. The office director, who is national chairman of the association, represented the state at both the Interstate Certification Compact and National Assn. of State Directors of Teacher Education and Certification meetings during the year. Staff served on six county accreditation teams and provided technical assistance to all counties prior to the visits.

Major goals for the coming year include the revisions to **Minimum Requirements for the Licensure of Educational Personnel**, a procedure manual for county and college staff and a certification brochure for individuals interested in teaching in West Virginia.

Office of School Improvement

The Office of School Improvement is comprised of three units: School Effectiveness, Assessment Services and Research and Information. The primary initiatives of the office are directed toward the improvement of education at the building level with the principal as the focal point for this effort.

This office:

1. Recommends to the bureau chief and state superintendent policy changes relating to early childhood, middle childhood and adolescent education levels.
2. Provides state, county, school, student and teacher test data.
3. Collects, stores, retrieves and compiles trend data and research information for utilization by the bureau, department, public school system and other user groups.
4. Provides technical assistance to county school systems, local schools and other groups of educators on specific concerns or needs.
5. Provides personal and professional development activities to county and local school personnel through seminars, workshops, institutes and the West Virginia Principals' Academy.
6. Plans, develops and administers state personnel activities such as the Exemplary Schools Recognition Program and U.S. Senate Youth Program.

Additional information relating to these activities follows in the unit reports.

School Effectiveness

The School Effectiveness unit was responsible for providing leadership, technical assistance, monitoring and policy clarification as these functions applied to early childhood, middle childhood and adolescent education programs. In addition, the unit was responsible for assisting principals and county office personnel in school improvement efforts using processes based upon school effectiveness research.

In order to assist efforts in curriculum implementation and improvement, the unit conducted activities in three areas. Policy clarifications were made regarding program offerings and time allocations at early childhood, middle childhood and adolescent education levels as specified in Policy 2510. Approximately 2,000 policy inquires by phone and 500 by letter were processed. The unit worked as the department's liaison with the professional organizations representing principals, providing program planning assistance and funding for their annual meetings. The unit participated in a study committee investigating issues related to remedial education programs. To provide assistance in developing extra-curricular activities, the unit worked with the W.Va. Secondary Schools Activities Commission in revising the interpretations of Policy 2436.10 and acted as the department's liaison with the commission in the administration of the policy. In addition, the staff provided information to principals and county office administrators regarding developing of appropriate extracurricular activities.

The unit completed staff development activities in several areas. A Middle Childhood Leadership Seminar for principals and county office adminstrators and a Fall Conference for Middle Childhood Education for principals, county administrators and teachers were conducted. The third West Virginia Principals' Academy was completed, including the 11 day summer residential session and two three-day follow-up sessions. The Academy generated improvement plans to implement the characteristics and outcomes of effective schools in the 84 schools represented. These improvement plans were jointly funded by the county school systems and the department. The unit initiated a three-year Effective Schools Program (ESP) in schools in Jefferson, Tucker, Taylor, Logan, McDowell and Marshall Counties.

This program was led by mentor principals who have had extensive staff development in effective schools research and practice. Also, the unit initiated the establishment of an Effective Schools Program Network to continue the professional development of principals involved in the effective schools program.

Ongoing data management collections

included exceptions to teacher-pupil ratio, grades 1-6, under Policy 2442.3, and the exceptions to student attendance under provisions of the graduation requirements, Policy 2444.01.

Recognition programs conducted by the unit included both the W.Va. Exemplary Schools Program and the U.S. Senate Youth Program. Four adolescent, four middle childhood and six early childhood schools were selected as West Virginia Schools of Excellence and two students represented West Virginia in Washington, D.C. at the U.S. Senate Youth Program.

Assessment Services

The State-County Testing Program (SCTP) provided norm-referenced testing, scoring and reporting services for more than 100,000 students in grades 3, 6, 9 and 11. Curricular areas assessed were reading, language arts, mathematics, spelling, reference skills, science and social studies. Twelve workshops and inservice sessions were conducted for county school systems on the SCTP. In terms of achievement, students performed in 1986-87 at or above the national level on total basic skills (a composite score of reading, language and mathematics subtests) as indicated (grade/percentile): 11th - 58, 9th - 50, 6th - 60 and 3rd - 62. The recommendation that spring testing occur so that results are returned to the counties before the end of May was followed.

The writing assessment component of the SCTP ws administered statewide for the first time in 1986-87 to 50,000 students in grades 8 and 10. They wrote on an assigned topic (called a writing prompt). A committee of more than 100 teachers in grades 8 and 10 was trained and then scored the two-page essays using a modified "holistic" procedure. An analytic scoring system which provided diagnostic information for remedial purposes also was used. Nearly 90 percent of the students scored at or above 2.0 (the scoring scale was from 4.0 as best to 1.0).

The Learning Outcomes Testing Program (LOTP) developed a model for generating test items to measure the state board approved learning outcomes. Unit personnel worked with counterparts in the office of general and professional education and in the vocational bureau to develop a request for proposals to acquire computer software for the LOTP. A joint committee designed a system whereby classroom teachers and lab instructors whold have access to LOTP item banks on computers and, with microcomputer programs, could generate classroom tests and progress reports. The request for proposals was mailed to more than 50 vendors. Four proposals were received. The award for the contract was to be made in August, 1987. The goal was to have such software in all 1,200 public schools in the state.

Also, plans were made to hold item writing workshops in July and August, 1987, for science. Fifty-five teachers and curriculum supervisors signed contracts to participate in the workshops.

The General Aptitude Test Battery (GATB), a career awareness and planning procedure, was administered to more than 3,000 students with one training workshop conducted in 1986.

The Educational Personnel Preparation Testing Program (EPPTP) provided statewide tests in preprofessional skills and 36 content specialization areas as part of the West Virginia Board of Education's approved programs leading to West Virginia professional certification. The tests helped ensure that teachers and administrators possess the knowledge and skills required to practice in West Virginia public schools. The preprofessional skills tests consisted of four subtests on speaking, reading, writing and mathematics. The state board established passing scores for the preprofessional skills tests, which are included as admission criteria to approved educational personnel programs. The content specialization tests, which also are criterion-referenced tests, were developed under contracts with National Evaluation Systems (NES) of Amherst, Massachusetts. NES procedures relied heavily on the involvement and decision-making of West Virginia educators in the test development process.

Research and Information Services

The unit was responsible for coordinating data management in the bureau with the director of data management at the department level. This involved reviewing plans for the use of data collection forms and procedures and use of data processing procedures for the bureau. The staff continued computerizing the maintenance of school inventory data.

The major activities that produced information for planning and decision-making included implementation of a system for reporting trend data at the state, regional, county and school levels, which resulted in the **West Virginia Report Card series;** analysis of data for a number of reports and studies; assistance in preparing data for computer processing; review and acquisition of microcomputer software for use by bureau staff and the training of members for electronic mail systems; assistance in designing and conducting surveys and statistical studies as needed by staff; consolidation of existing programs into production systems to provide efficient processing of report data (step-by-step documentation manuals were created.) and recommendation of changes in the system to provide more effective and efficient data processing.

Educational Personnel Preparation Testing Program

The Educational Personnel Preparation Testing Program (EPPTP) consisted of two statewide testing components. The preprofessional skills component, which includes standardized tests for assessing preprofessional skills in writing, reading, mathematics and speaking, began its second year of administration at 14 West Virginia institutions of higher education. Individuals seeking admission to teacher education programs had to achieve state board adopted scores on the preprofessional skills tests.

The second component of the testing program assessed content knowledge deemed essential for entry level teachers in West Virginia. There were tests prepared for the first content test administration November 1, 1986. A total of 1,713 teacher candidates took one or more of the content specialization tests during the year. Committees of West Virginia educators worked with the department and its contractor, National Evaluation Systems, to prepare seven additional content specialization tests for fall, 1987, administration.

The state board, at its January, 1987, meeting, established passing scores for the content specialization tests after reviewing committee recommendations and the results from the November test administration.

The coordinator of educational personnel testing has worked with other department staff to prepare statistical reports on the EPPTP.

Office of Special Education

This office has leadership, service and technical assistance responsibilites for the initiation and expansion of special education programs and services to county school districts and other public agencies. It is comprised of four units: administrative services, monitoring and compliance, programs services and institutional/related services.

Administrative Services

Data collected by the unit indicated that 55,849 exceptional students (handicapped and gifted) received special education

related services at the end of the second school month, an overall gain of 2,075 students (3.86 percent) over 1985-86. The total number of pupils served comprised 15.89 percent of the total school age population. The number of handicapped students, ages 3-21, served on December 1, 1986, and reported to the U.S. Department of Education for EHA, Part B funding, totaled 45,980, or 13.08 percent of the school age population. This was a gain of 1,140 students, or 2.54 percent over December 1, 1985.

Members of the department, along with other agencies, associations and groups, worked extensively with subcommittees of the legislature to support continued state aid for special education. The resulting funding totaled $9,612,379. This total included an appropriation of $1 million for the planning and initiation of services for preschool severely handicapped children.

Funding also was received under Part B of the Education of the Handicapped Act (EHA) during 1986-87 in the amount of $12,488,305. A $276,459 Preschool Incentive Grant award was received under EHA, Part B, for providing services to handicapped children ages 0-4.

Using EHA, Part B, discretionary funds, the department continued funding projects aimed at improving programs for adolescent handicapped students, providing personnel development activities and job related training and providing technical assistance to county school districts through the support of regional special education coordinators. During FY-87 the department also continued disseminating promising educational practices to teachers and administrators. Through a contract with the National Assn. of State Directors of Special Education, each special educator in West Virginia was provided with four issues of the newspaper, "Counterpoint," which is directed toward the dissemination of innovative and successful teaching practices in special education.

The administrative services unit administered state and federal funds for special education and provided the legislature with data and fiscal projections on numerous bills and proposals.

Additional major thrusts during FY-87 included developing the FY 88-90 EHA, Part B State Plan; establishing a committee to improve the quality of individualized education programs; planning a special education leadership academy; providing assistance to the Blue Ribbon Commission on School Finance Reform; continuing the development of a computerized paperless reporting system; developing specifications for a system to annually review the effectiveness of special education and initiating the development of model policies and procedures for compliance with the Education of the Handicapped Act and state regulations.

Monitoring/Compliance

A major responsibility of the office of special education is assuring state and local compliance with federal and state laws and regulations pertaining to the education of exceptional children. The activities undertaken each year by this unit enable the office to meet this federally mandated responsibility.

To determine local compliance with the laws and regulations, comprehensive on-site reviews of 14 county school districts were conducted by the office cooperatively as a part of the county accreditation reviews. The monitoring effort included other activities, i.e., the review of corrective action plans, provision of compliance technical assistance and the preparation of monitoring materials and reports.

Compliance management activities included the maintenance of a toll free "Parent Action Line" for assisting parents of exceptional students, preparation of responses to written complaints and inquiries, liaison activities with other bureaus and agencies, and provision of technical assistance related to the delivery of appropriate educational and related services to exceptional students. The unit processed more than 72 formal complaints from parents and advocates regarding the provision of a free appropriate public education for exceptional students. The Complaints dealt with issues such as due process rights, suspension, assessment timelines, special transportation, the provision of related services, accessibility and adequate facilities, caseloads, and the length of the instructional day.

The monitoring and compliance unit also coordinated the process for requesting exceptions to the **Regulations for the Education of Exceptional Students,** Policy 2419. This unit and the program services unit reviewed the 264 requests for exceptions submitted for the 1986-87 school year, and recommended approval of 146 and denial of the other 118. Technical assistance was provided by staff members of the monitoring and compliance and the program services units to county school districts that requested exceptions.

The unit responded to numerous requests from parents for information about special education services in West Virginia, and distributed copies of the **Regulations for the Education of Exceptional Students, Hand In Hand - A Guide for Parents,** posters and brochures to parents and county school districts.

Hearing officer panels were assigned for 12 due process hearings in seven counties. There were two state level appeals heard involving one county school system. The due process hearings and appeals pertained to placement and the provision of appropriate educational services to handicapped students.

Program Services

The unit was involved in major projects that define educational and/or improve educational programs for students receiving special education services. A comprehensive report was prepared for the state board on the education of communication disordered students. That report included the following components: a study of studies, an educational program statement, program delivery, program assurances, recommendations and an action plan for implementation/roles and responsiblities.

Unit staff were responsible for directing a statewide advisory committee which was charged with developing proposed revisions to state regulations regarding eligibility criteria for behavior disorders, communication disorders, gifted, mentally imparied and specific learning disabilities. A statewide task force completed a handbook, **Specific Learning Disabilities: Guidelines for Identification and Assessment.** This handbook served as a basis for substantial changes in eligibility criteria for specific learning disabled programs.

Other major activities: 1) coordinating the West Virginia Parent Training Project and serving as liaison to the 17 Parent Educator Resource Centers in the state; 2) providing statewide training to specific learning disabilities teachers in "Learning Strategies"; 3) piloting the "Writing to Read" project in eight specific learning disabilities classrooms; 4) conducting the West Virginia Preschool Handicapped Advisory Council monthly meetings; 5) working with institutions of higher education regarding part-time graduate training programs, placement of rural "externs" and development off-campus graduate coursework in speech-language pathology; 6) coordinating interagency initiatives regarding preschool handicapped services; 7) implementing West Virginia's Handicapped Children's Early Education Program state plan grant; 8) supervising child development centers; 9) implementing initiatives regarding state board of education priorities in early intervention for high-risk youth and gifted education, 10) directing a statewide advisory committee chared with developing guidelines for the review and selection of special education materials; 11) assisting with the development of the West Virginia Special Education Effectiveness Review System (WVSEERS); and 12) assisting with compliance management activities including assisting parents of exceptional students and with on-site technical

assistance/investigative reviews.

Unit staff conducted 40 presentations/workshops for 1,125 participants, including special education teachers, regular teachers, speech-language pathologists, school psychologists, educational specialists, principals, county special education directors, special education coordinators, assistant superintendents, superintendents, students, social workers, aides, recreational therapists, counselors, parents and vocational-rehabilitation professionals.

Participants were provided with information and assistance related to the implementation of a comprehensive report on the education of behavior disordered students; using learning outcomes in special education programs; identification and assessment of special education students; implications of graduation requirements for special education; classroom management and behaviorial intervention; stress management; teacher expectations and student achievement; preschool interagency collaboration training; public policy in special education; effective practices for School-Based Assistance Teams and Placement Advisory Committees; effective instruction in special education; delivery models in communication disorders, including past, present and future trends; collaborative consultation; positive approaches to student discipline; environmental communication skill intervention for the severely impaired; curriculum; development and implications of eligibility criteria; enhancing parent-professional communication; a comprehensive approach to language development; career education; assessing the preschool handicapped child and supplemental materials for secondary specific learning disabled students.

Staff members worked on 14 on-site county accreditation monitoring teams, as well as state and RESA special education administrator meetings, chief instructional leader meetings, various advisory board meetings, the Fifth Annual Leaders of Learning Conference and numerous other cross-unit, cross-office and cross-bureau activities and functions.

Institutional/ Related Services

A primary function of this unit was to assure the implementation of the "General Supervision" requirements of P.L. 94-142 regarding the provision of special education services to handicapped students by other agencies. This includes the administration and supervision of special education programs maintained in state health facilities. All school-age handicapped students that resided at Colin Anderson Center, Greenbrier Center, and Barboursville School during the 1986-87 school year had available to them free, appropriate public education. Again, in support of this endeavor, the legislature appropriated funds.

Major activities of the unit included the development of facility procedures to implement the **Regulations for the Education of Exceptional Students**; the development of school improvement plans; the convening of an interagency committee to develop an "Interagency Agreemnt" as required under P.L. 99-457; continued representation on the court appointed Medley Management Team; the provision of technical assistance to county school systems in the education of severely handicapped students who have exited state institutions; the provision of leadership and technical assistance to county school systems and other agencies regarding the initiation, expansion and improvement of transitional services for exceptional students and a national recruitment program to attract qualified special education teachers to West Virginia.

Bureau of Finance and Services

The goal providing the framework for the operation of the Bureau of Finance and Services was continuation of a quality, comprehensive educational program for West Virginia.

Bureau staff provided assistance and leadership throughout the state during the reporting period to implement the Master Plan for Education in West Virginia and the Criteria for Excellence. The bureau had direct responsiblity for administering and assisting technically the operation of the ECIA Chapter 1, ECIA Chapter 2, EESA Title II, School Food Services and Step 7 programs.

Additional bureau technical assistance efforts were concentrated in the areas of school finance, child nutrition, elimination of sex discrimination, school facilities planning, school transportation, veterans education and nationally validated projects.

During the reporting period, the bureau was responsible for supervising the budgets of county school systems and the state board, transmitting state and federal funds to county school systems, administering several flood disaster relief efforts and providing leadership and assistance to county school systems in all fiscal and federal program areas. Much of this leadership and assistance effort involved the bureau staff working directly with county and school level administrators.

ECIA Chapter 1

Federally funded compensatory education programs in West Virginia operate under P.L. 97-35, better known as the Education Consolidation Improvement Act (ECIA). The ECIA Chapter 1 programs of this act provided supplementary remedial instructional services to educationally deprived children in grades 1-12 with 91 percent of such services in grades 1-6. Chapter 1 funds also provided supplementary educational activities in state institutions housing handicapped, neglected and delinquent children.

During the reporting period, $28,017,814 in Chapter 1 funds went to the 55 counties for programs of remediation in reading and mathematics and limited supportive elements, such as health and medical services. Approximately 29,000 public and private school students throughout the state received these services from 630 teachers and 650 teacher aides.

Additionally, $108,640 of ECIA Chapter 1 funds were allocated to the West Virginia Schools for the Deaf and the Blind. Programs serving children previously housed in state health institutions and the West Virginia Schools for the Deaf and the Blind, who are now enrolled in public schools, received $143,185. The West Virginia Department of Health operated Chapter 1 programs in 13 institutions with an allocation of $799,532. State institutions housing neglected and delinquent children received an allocation of $193,051 to supplement their educational program. Also, $50,653 of Chapter 1 funds were expended on children of migratory farm workers in Berkeley, Hampshire and Jefferson counties. During FY 1987, the Chapter 1 office provided technical assistance to nine counties in preparing project applications under P.L. 81-874 to provide financial assistance to school systems impacted by federal properties.

The Chapter 1 office also provided supervision to the state facilitator operating under the National Diffusion Network program.

National Diffusion Network

Within the past year the State Facilitator Project for the National Diffusion Network

(NDN) effected three target goals:

A.) Increased awareness of the state facilitator and enhanced awareness outreach to include business and community interest among such groups as the W.Va. Jobs for Veterans Committee, Charleston Chamber of Commerce, W.Va. Committee for Prevention of Child Abuse, Family Services of Kanawha Valley and Juvenile Justice Committee.

B.) Providing training for ten West Virginia educators to serve as certified disseminators of various NDN projects.

C.) Maintained adoption rate of NDN projects in W.Va. (Projects during the reporting period involved 200 schools, 600 classrooms and 16,406 students.

Top priorities for the present fiscal year are diversification, expansion of services and computerized management of State Facilitator project information.

ECIA Chapter 2

Chapter 2 of the Education Consolidation and Improvement Act (ECIA) transferred program authority and responsiblity to state and local education agencies with a minimum of paperwork and complete discretion in the local use of funds.

West Virginia received $3,985,890 in Chapter 2 funds during the reporting period. Approximately 20 percent of that amount was retained at the state level and used to continue programs established under ESEA Title V for strengthening the state education agency. At least 80 percent was distributed to the local education agencies. The law requires that the distribution of funds be based on enrollment and have criteria to assure higher pupil allocations to local education agencies where education imposes a higher than average cost per child. Recipients were the 55 county boards of education, the eight regional education service agencies, the schools for the deaf and the blind, the department of education (for students in health institutions) and the department of corrections.

During 1986-87 the third evaluation of Chapter 2 was completed. It indicated that the local education agencies had complete discretion in the use of funds in accordance with their educational needs and priorities. The funds were used at the local level in the following areas (the percent listed is the percentage of the total grant awards to the local educational agencies):

6.7% in mathematics
8.7% in reading and language arts
1.1% in gifted and talented
3.6% in guidance and testing
0.6% in career and vocational education
17.9% in computer literacy
6.1% in dropout prevention
6.8% in staff training and development
30.4% in library/media programs
1.6% in classroom management techniques
4.5% in administrative costs
2.1% in science
2.9% in social studies
2.6% in art and music
0.3% in physical education

The evaluation indicated that 39.3 percent of the funds purchased instructional materials and supplies 32.4 percent was spent on equipment, 21.4 percent was spent on personnel, 2.5 percent went for stipends/consultants and 4.5 percent was used for administration.

Elimination of Sex Discrimination

The Office for the Elimination of Sex Discrimination provided, and continues to provide, technical assistance to the 55 local education agencies under the Title IX grant for assistance with sex desegregation in the public schools. The state Title IX project is regulated by Title IX of the federal Education Amendments of 1972 and is funded under Title IX of the federal Civil Rights Act of 1964. Technical assistance included providing county administrators, parents, students, employees and department personnel brochures, books and other materials covering sex equity in education activities and programs including athletics, physical education, language, counseling, treatment of students (e.g., married and/or pregnant) and employment.

This Office developed and distributed: 1) a book, **Title IX: What Is It?** (with an accompanying videotape); 2) a booklet, **The Emergence of Women in West Virginia History: A Title IX Project for Social Studies** to be used by West Virginia eighth grade social studies teachers as supplemental material; 3) a brochure, **"Sex Equity in Employment Practices: Do You Think This Way?, It's Discriminatory!"** that furnishes a Title IX overview related to employment; and 4) a poster, **"Outstanding Women in West Virginia History."** The annual statewide Title IX Compliance and Training Workshop was conducted.

EESA Title II

The Education for Economic Security Act (EESA), intended to improve teacher skills and instruction in mathematics, science, foreign languages and computer education and to increase student access to that instruction, provides financial assistance to state and local educational agencies and higher education institutions. This bureau was responsible for administering this title.

West Virginia received $326,317. Seventy percent of that amount was allocated to the state education agency for elementary and secondary education. Thirty percent went to the state agency for higher education. Twenty percent of the funds made available for elementary and secondary education programs was used for demonstration and exemplary programs in mathematics and science.

A total of $159,928 flowed directly to the 55 county school systems. Each county's share was based upon the total public and private nonprofit enrollment. Both the elementary/secondary and higher education programs have focused on the training and retraining of mathematics and science teachers. Title II funds also have been used for a wide variety of services, including consortium arrangements among counties and higher education institutions. Local education agencies have undertaken such projects as inservice training for teachers on the integration and management of computers in mathematics; providing travel expenses for secondary science teachers to attend a national science convention; and the development of a countywide science study skills program.

Child Nutrition

The department administers all child nutrition programs available through the United States Department of Agriculture operated under the National School Lunch Act of 1946 and the Child Nutrition Act of 1966.

Under this program, school lunches and breakfasts were made available to all children attending public schools (with the exception of two schools not participating in the school lunch program and five schools with waivers of the school breakfast program). Lunches and breakfasts were served in 35 private schools and 51 residential institutions. Milk was provided in ten private schools and 22 summer camps. For preschool children, meals/supplements were provided by 105 child care and Head Start sponsors and 800 family day care homes. During the summer, 47 local sponsors provided feeding programs for children. In addition, the Nutrition Education and Training Program provided $50,000 for dissemination of nutrition education materials to children and for inservice training of food service personnel. Federal funding for the various child nutrition programs amounted to over $49 million for the reporting period.

School Transportation

Under department administration the 55 counties operated 3,080 school buses

transporting 278,380 pupils to school each day. There were no pupil fatalities, and only a few minor injuries to pupil passengers.

All new school bus operators are trained in the West Virginia Uniform School Bus Operator Training Program before certification. All bus operators also receive continuing and refresher training annually. Counties in two RESA areas competed in Regional and State School Bus Safety Roadeos for skill development and recognition. Several other counties provided county competition and state participation. Unit personnel assisted with this training to the degree possible, conducted training seminars to certify county personnel in the bus operator training program, and instructed bus operators in several counties in the National Safety Council's defensive driving courses.

The bureau administered the purchase of 291 buses through the central bid process. Fifty-one counties participated.

The division also conducted an annual conference, complete with vendor participation, for county directors, supervisors and mechanics.

The school bus inspection program, under the supervision of this unit, completed its ninth full year. All buses were inspected three times. Buses used in summer programs were inspected four times, except in counties where defects were under the state average for each of the regular inspections. The state average for all three inspections was 0.670 defect per bus. Forty-six counties averaged less than one defect per bus on the last inspection. The transportation division continued to offer consulting assistance to the counties for planning and implementing school bus maintenance programs.

Veterans Education and Training

This unit had responsibility for approving schools below college level, apprenticeship and other on-the-job training programs for Vietnam Era veterans to receive educational benefits based on length of service. Approval was granted to 61 public and proprietary schools, 24 apprenticeship and 32 other on-the-job training programs. Staff conducted 54 supervisory inspections and 26 inspections for quality.

Disaster Relief

Upon request from the governor, the President of the United States declared 29 West Virginia counties a major disaster area following the November, 1985, floods. Under P.L. 81-874 and P.L. 81-815, the federal government is authorized to provide funds to repair or replace schools damaged and replace equipment and materials destroyed in such a disaster.

The bureau's school facilities planning unit supervised the damage estimate and grant award processes which will eventually bring more than $6.4 million in federal relief to 14 county school systems. By the end of this reporting period, an estimated $4.6 million had been received by Barbour, Calhoun, Gilmer, Grant, Greenbrier, Hardy, Harrison, Lewis, Mineral, Pendleton, Pocahontas, Preston, Randolph and Tucker counties, all of which were eligible for disaster funds. (Doddridge County elected not to participate, though eligible).

Bureau staff also provided liaison and assistance with state and private sector flood relief efforts.

School Facilities Planning

This unit continued its responsiblity for the coordination of the Better School Buildings Amendment construction program.

The $200 million in Better School Buildings Amendment funds has made it possible for county school systems to participate in a building program that surpasses any in the state's history.

During the reporting period the staff reviewed, and the state board of education approved, 39 school construction projects totaling $57,954,813.25.

In addition to assisting the county boards of education with revisions and amendments to their comprehensive educational facilities plans, site selection, project surveys and final inspection of complete facilities, unit staff coordinated department review and approval of plans and specifications for building projects. Liaison among department bureaus, the state fire marshal's office, and the department of health, highways and vocational rehabilitation was provided by this unit as well.

Comprehensive Education Facilities Plans, approved by the state board of education for all 55 county school systems, provided for a total anticipated construction program budget of $801,522,891.64. This tital reflects $220,087,683.87 (27.46 percent) in state Better School Buildings Amendment funds, state/federal vocational and other federal funds of $91,027,994.73 (11.36 percent), local levies and other funds of $176,528,403.35 (22.02 percent) and anticipated local bond proceeds in the amount of $313,878,809.69 (39.16 percent).

Forty-nine of the 55 county comprehensive educational facilities plans were approved contingent upon the availability of funds to be generated from local bond issues, which have generated $229,117,380.69. To date, 18 of the 49 counties have been unable to pass a bond referendum. One county was unable to pass a special levy for construction of a high school, reducing the comprehensive plan program budget by $122,279,886.00 in bond funds and $3,676,500.00 in special excess levy funds.

By the end of 1986-87, 1,121 county school projects for new facilities additions, remodeling, and fire safety hazard repairs/renovations, totaling $621,644,229.87 had been approved by the state board of education, leaving a balance of $179,878,661.77 in construction projects to be submitted by the counties for interdepartmental review and recommendation by department staff to the state board for approval. Projects representing $122,297,886.00 remain unapproved as a result of unsuccessful local bond and excess levy referenda.

Projects completed and inspected total 952, with a value of $462,274,039.08.

Table I shows the funding sources and totals for the 55 approved comprehensive educational facilities plans.

Treasurers

Since 1974, county boards of education have been authorized to either continue to appoint the county sheriff as the board's treasurer or appoint the board of education's fiscal officer as the board's treasurer. With the assistance and council of bureau staff, 50 county boards of education had, by the close of 1986-87, assumed the responsiblities of the treasurer's function by appointing treasurers other than the county sheriff.

School Finance

In 1984, the legislature provided $29 million from revenue surplus to provide salary equalization funds to lessen the disparities among the counties. The third year funding of the first phase of equity was continued for fiscal year 1986-87. In connection with these and numerous other legislative initiatives, bureau staff provided extensive fiscal information and consulting services.

The implementation of "Handbook II, Second Revision," the accounting system for county boards of education, was completed in 1986-87. The system will provide improved information on educational expenditures, especially in the areas of special and vocational education. In-service training sessions were conducted in preparation for full installation of the system.

Better School Building Program

I. COMPREHENSIVE EDUCATIONAL FACILITIES PLANS APPROVED BY THE STATE BOARD OF EDUCATION

COUNTY	APPROVED "CEFP" PROGRAM BUDGET	STATE "BSBA" ENTITLEMENT FUNDS	FED-STATE VOC./ STEP "7" OTHER FUNDS	LOCAL BOND ISSUE FUNDS	LOCAL LEVIES PERM. IMPROVE/ OTHER FUNDS	TOTAL LOCAL FUNDS ALL SOURCES
Barbour	$ 8,696,369.77	$ 2,011,531.23	$ 992,131.00	$ 4,529,000.00	$ 1,163,707.54	$ 5,692,707.54
Berkeley	13,973,716.53	4,679,873.94	1,787,681.00	3,562,098.75	3,944,062.84	7,506,161.59
Boone	14,469,750.10	3,617,292.22	412,165.00	6,745,000.00	3,695,292.88	10,440,292.88
Braxton	5,897,479.07	1,990,418.07	393,354.00	2,840,000.00*	673,707.00	3,513,707.00
Brooke	15,947,201.68	3,203,602.68	1,761,639.00	9,850,000.00	1,131,960.00	10,981,960.00
Cabell	26,707,572.85	9,219,861.96	5,334,020.00	-0- *	12,153,690.89	12,153,690.89
Calhoun	3,901,699.76	1,245,656.85	393,547.11	2,100,000.00	162,495.80	2,262,495.80
Clay	2,532,152.44	1,971,913.02	496,000.00	-0-	64,239.42	64,239.42
Doddridge	3,602,360.06	939,807.45	559,574.91	1,871,358.00*	231,619.70	2,102,977.70
Fayette	24,786,904.61	7,782,124.21	2,841,920.00	7,600,000.00	6,562,860.40	14,162,860.40
Gilmer	5,496,823.15	910,895.10	219,734.00	2,199,935.00*	2,166,259.05	4,366,194.05
Grant	5,187,580.60	1,032,765.54	255,628.00	-0-	3,899,187.06	3,899,187.06
Greenbrier	7,424,171.35	4,286,294.45	1,016,935.00	-0- *	2,120,941.90	2,120,941.90
Hampshire	2,527,881.73	1,464,948.05	615,344.67	-0-	447,589.01	447,589.01
Hancock	26,492,311.00	3,952,439.26	3,200,993.00	13,884,487.00	5,454,391.74	19,338,878.74
Hardy	4,897,725.00	1,214,522.00	947,461.00	2,430,000.00	305,742.00	2,735,742.00
Harrison	24,609,196.70	7,702,671.43	2,976,510.27	-0-	13,930,015.00	13,930,015.00
Jackson	12,034,512.36	2,852,174.60	916,420.00	4,530,000.00*	3,735,917.76	8,265,917.76
Jefferson	6,918,028.25	2,821,126.30	2,119,214.57	1,651,380.00	326,307.38	1,977,687.38
Kanawha	93,433,838.87	22,142,236.60	3,039,642.00	38,475,000.00*	29,776,960.27	68,251,960.27
Lewis	13,770,640.44	1,829,789.20	4,270,599.00	6,430,205.00*	1,240,047.24	7,670,252.24
Lincoln	11,195,054.31	4,125,579.40	1,940,026.07	3,125,000.00	2,004,448.84	5,129,448.84
Logan	15,430,633.71	8,403,068.78	2,841,423.00	1,750,000.00	2,436,141.93	4,186,141.93
Marion	26,430,927.10	5,924,056.90	3,267,550.11	13,388,680.00*	3,850,640.09	17,239,320.09
Marshall	13,418,983.44	3,386,294.85	106,188.00	4,350,000.00	5,576,500.59	9,926,500.59
Mason	15,725,936.02	3,212,264.63	394,428.00	8,307,332.00*	3,811,911.39	12,119,243.39
Mercer	33,608,618.45	8,092,973.97	247,661.28	16,737,105.00	8,530,878.20	25,267,983.20
Mineral	8,931,750.67	3,486,073.22	860,335.49	3,354,000.00	1,231,341.96	4,585,341.96
Mingo	31,738,043.36	6,409,743.44	4,468,345.30	13,342,149.00	7,517,805.62	20,859,954.62
Monongalia	18,226,012.58	4,873,219.34	3,100,957.00	6,995,000.00	3,246,836.24	10,241,836.24
Monroe	4,904,979.32	1,558,453.16	1,226,473.25	1,807,850.00*	312,202.91	2,120,052.91
Morgan	4,753,436.46	1,313,467.89	676,557.73	1,835,000.00	928,410.84	2,763,410.84
McDowell	14,818,601.37	8,448,548.69	190,710.00	4,000,000.00	2,179,342.68	6,179,342.68
Nicholas	10,718,554.33	3,952,472.33	1,180,000.00	4,500,000.00	1,086,082.00	5,586,082.00
Ohio	30,986,572.23	4,128,743.73	4,878,878.00	16,555,000.00	5,423,950.50	21,978,950.50
Pendleton	1,503,322.23	1,002,007.23	82,348.00	-0- *	418,967.00	418,967.00
Pleasants	8,503,376.17	1,019,897.11	2,946,955.00	1,800,000.00	2,736,524.06	4,536,524.06
Pocahontas	5,491,336.12	1,279,437.79	393,842.00	1,550,000.00*	2,268,056.33	3,818,056.33
Preston	11,876,459.15	3,759,690.06	5,993,981.87	-0- *	2,122,787.22	2,122,787.22
Putnam	15,711,876.02	4,139,231.75	1,600,000.00	5,804,091.76	4,168,552.51	9,972,644.27
Raleigh	38,871,162.97	10,434,655.25	2,600,000.00	22,585,000.00	3,251,507.72	25,836,507.72
Randolph	10,984,693.45	3,455,111.79	3,225,668.00	3,537,174.66	766,739.00	4,303,913.66
Ritchie	6,962,555.06	1,396,123.67	886,062.00	3,326,528.00*	1,353,841.39	4,680,369.39
Roane	11,982,203.88	1,771,705.95	1,141,753.33	7,386,500.00**	1,682,244.60	8,993,747.92
Summers	5,884,184.46	1,952,504.77	146,874.99	2,700,000.00	1,084,804.70	3,784,804.70
Taylor	5,117,640.32	2,006,863.18	962,765.15	1,670,934.00*	477,077.99	2,148,011.99
Tucker	3,147,493.56	1,194,771.22	495,763.00	1,285,000.00	171,959.34	1,456,959.34
Tyler	4,121,213.56	1,510,881.56	398,000.00	1,877,334.00	334,998.00	2,212,332.00
Upshur	12,621,632.42	2,448,340.30	800,000.00	3,552,000.00	5,821,292.12	9,373,292.12
Wayne	25,297,733.16	6,444,839.00	2,206,000.00	14,300,000.00	2,346,894.16	16,646,894.16
Webster	6,786,190.84	1,898,339.48	2,225,948.63	2,183,525.66	478,377.07	2,661,902.73
Wetzel	20,260,404.14	2,779,318.46	950,000.00	13,937,449.92	2,593,635.76	16,531,085.68
Wirt	2,796,179.88	972,208.77	932,752.00	550,000.00*	343,219.11	893,219.11
Wood	23,057,654.77	11,220,592.35	1,795,904.00	8,772,691.94	1,268,466.48	10,041,158.42
Wyoming	16,347,559.81	5,214,259.69	1,303,330.00	8,315,000.00*	1,514,970.12	9,829,970.12
TOTALS	$801,522,891.64	$220,087,683.87	$91,027,994.73	$313,878,809.69	$176,528,403.35	$490,394,613.04
		(27.46%)	(11.36%)	(39.16%)	(22.02%)	(61.18%)

*Bond Election Failed
**Special Excess Levy Failed

Data Processing

This unit is responsible for liaison between the department and the centralized computer facility operated by the state Information System Services Division (ISSD). In addition to working with the various sections of ISSD for the entry, storage, and processing of the department's data, staff provide consultation, systems analysis and programming to all department bureaus for modification of existing computer applications and installation of new systems.

This unit maintains 17 major information systems serving all bureaus and touching many functions of the department. These systems involve at least 40 computerized master files and more than 400 computer programs.

A year's monthly processing of county financial reports using the "Handbook II, Second Revision" accounting system has been completed. Major emphasis is now directed toward the comprehensive annual financial data now available and the most effective and efficient utilization of the enhanced financial information made possible by the new system.

Efforts to reduce paper handling and processing time continue with more than 40 counties now forwarding data via magnetic tape and disk and with the ability to update and correct many of our files directly through terminal connections rather than keypunching.

Publications

During the reporting period, this department designed, wrote, produced and printed 687 publications, one of which received a national award. Among the publications for which the unit was responsible were **State Ed**, the department newspaper distributed to all school personnel monthly throughout the school year, and the **West Virginia Education Directory**.

Funds Processed During 1986-87

Administration, Instruction, State Aid to Counties		
2860	General Administration	$ 3,340,290
	Tuition Waiver	124,666
	Child Development Program	559,498
	Microcomputer Network	193,901
	Aid to Homeless Children	50,000
2870	School Food Service	2,115,645
2875	Statewide Testing	696,693
	Professional Competency Testing	287,516
2950	State Aid to Schools	726,791,537
2960	Exceptional Children	9,472,394
7000	General School Fund	1,399,333
		745,031,473
State Vocational Education		
2890	Vocational Division	15,400,061
Federal Vocational Education		
7794	Consolidated Federal Funds - Vocational	8,630,991
8241-08	Community Education	13,353
8241-11	Job Training Partnership Act	5,795,360
8241-13	Curriculum Lab	266
8241-19	Miner Emergency Medical Training	17,986
8241-21	State Occupational Info. Coord. Committee	109,817
8241-23	Private Industry Council	80,997
8241-24	Adult Literacy	10,000
		14,658,770
Federal Programs		
7783	Child Nutrition Programs	40,190,576
	Foster Grandparent Program	347,705
	Sex Desegregation	58,274
	State Facilitator	65,987
7787	Drug Free Schools	937,826
7805	Exceptional Children	11,745,155
7979	Veterans Education	85,129
8240-28	Miscellaneous Projects	544
	Preston County Academic Center	275,000
	Governor's Honors Academy	32,933
8242	ECIA Chapter I	29,738,189
	ECIA Chapter II	4,141,384
	Title II	275,710
		87,894,412
FFA-FHA Camp and Conference Center		
3360	FFA-FHA Camp	257,236
8245-07	Room and Board	885,185
8245-08	Crafts Program	34,444
8245-12	Cedar Lakes Improvement	95,215
		1,272,080
W. Va. Schools for the Deaf and the Blind		
3330	W. Va. Schools for the Deaf and the Blind	5,111,541
8453	Special Revenue	716,478
		5,828,019
	GRAND TOTAL	$ 870,084,815

Tom McNeel
State Superintendent of Schools